

THE
abbot catalogue^{1969 70}

ABBOT ACADEMY

An Independent Secondary School for Girls

Founded	1829. The first incorporated school for girls in New England
Principal	Donald A. Gordon
Location	Andover, Massachusetts. 23 miles from Boston
Enrollment	280 girls
Campus	45 acres, 28 buildings
Endowment	2.3 million dollars
Library	13,000 volumes
Scholarships	The Scholarship Fund currently provides \$50,000 a year in Financial Aid
Accreditation	New England Association of Colleges and Secondary Schools

1969	Arrival and Registration of all Students	Sept.	16	Tues.
	Beginning of term	Sept.	17	Wed.
	Parents' Week End	Nov.	7-8	Fri.-Sat.
	Fall Alumnae Days	Nov.	19-20	Wed.-Thurs.
	Thanksgiving Week End	Nov.	26-30	Wed. 8:00 a.m.-Sun. 6:00 p.m.
	Christmas Vacation	Dec.	18-Jan. 6	Thurs. 8:00 a.m.-Sun. 6:00 p.m.
1970	Spring Vacation	Mar.	20-April 6	Fri. 8:00 a.m.-Mon. 6:00 p.m.
	Alumnae Reunion and Birthday Bazaar	May	9	Sat.
	Commencement	June	6	Sat.

CALENDAR 1969 - 1970

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.



GENERAL INFORMATION

The purpose of Abbot Academy is to encourage each girl to develop to her fullest potential: to heighten her individual talents, to grow intellectually, morally, and spiritually, and to deepen her interest in others. The school hopes that each student will come to know herself as an individual, that she will develop self-control and self-respect, a sense of purpose and sound judgment, so that she may take her place as a thoughtful and responsible young woman in a world of change and shifting values.

Purpose and Aims

As a college preparatory school, Abbot Academy seeks to prepare her students for further academic study and to instill in them the joy of learning for its own sake. As a boarding community, Abbot Academy provides the opportunity for her students to live and work closely with adults and girls of diverse backgrounds. The school strives to create an atmosphere in which friendships may be formed, the ready exchange of ideas may be possible, and a sense of mutual responsibility may be developed.

Abbot is singularly fortunate in its location in a lovely, historic New England town easily accessible to Boston. Abbot and Phillips Academy, Merrimack College and Brooks School in North Andover, add to the cultural activity in the town. Nearby Phillips means not only football games and dances, but also experimental drama, debates, special coordinated courses, concerts, conferences and other joint endeavors.

Location

Abbot students live together by classes in Academy dormitories and houses. The Seniors live in Draper Hall, the administration building with dormitory facilities, the Senior Middlers live in Draper Hall and in Hall House, the most recently renovated dormitory. The Preps and Juniors enjoy the atmosphere of the smaller houses, Abbey, French, Cutler and Shermon. Each corridor or house is under the supervision of house mothers, or, as in the case Hall House, house parents. Students and faculty eat in the Bertha Boiley dining room in Draper Hall.

Living Arrangements

Weekday Daily Schedule	Rising bell	.	.	.	.	.	.	.	.	7:00
	Breakfast	.	.	.	.	.	.	.	.	7:15- 7:40
	Assembly	.	.	.	.	.	.	.	.	8:00 (Tuesday, Friday)
	Classes	.	.	.	.	.	.	.	.	8:25-10:35
	Tiffin	.	.	.	.	.	.	.	.	10:35-10:50
	Classes	.	.	.	.	.	.	.	.	10:50- 2:30
	Lunch Period I	.	.	.	.	.	.	.	.	12:20- 1:00
	Lunch Period II	.	.	.	.	.	.	.	.	1:00- 1:45
	Town Meeting	.	.	.	.	.	.	.	.	1:50- 2:30 (Wednesday)
	Sports	.	.	.	.	.	.	.	.	2:40- 4:10
	Minor Class Periods	.	.	.	.	.	.	.	.	4:30- 5:55
	Dinner	.	.	.	.	.	.	.	.	6:00
	Study Hours	.	.	.	.	.	.	.	.	4:30- 5:45
	Preps	.	.	.	.	.	.	.	.	7:15- 9:00
	Juniors, Senior Mids and Seniors	.	.	.	.	.	.	.	.	7:15- 9:00; 9:30-Bedtime
	Bed-time for 9th graders	.	.	.	.	.	.	.	.	9:30
	Bed-time for 10th graders	.	.	.	.	.	.	.	.	10:00
	Bed-time for 11th graders	.	.	.	.	.	.	.	.	11:00
	Bed-time for 12th graders	.	.	.	.	.	.	.	.	12:00

Weekend Schedule Week ends are less structured in their set up and the girls are free to determine how they will spend their time. Meals are served at regular hours. Lights-out hour is appropriately more lenient on week ends.

Week Ends The girls have unlimited week end leaves except for specially designated week ends, such as those preceding and following vacations. The school reserves the right to ask a girl to remain for academic purposes or violation of school codes. Girls may also take Saturday or Sunday leaves. They may join friends or relatives for the day; they may go into Boston for a play, a concert or some other form of entertainment. Younger girls are chaperoned, upperclassmen may go in pairs or groups. Parents' permissions must be obtained for a leave of any kind.

Abbot Academy Telephone number: Area Code 617 - 475-3562

Telephone

This number connects all departments. Telephone calls may be received by the students through this number or the pay stations listed below. Except in case of emergency, calls during class time, evening study hours and after bedtime hours should be avoided.

Draper Hall	.	.	.	.	.	.	.	.	.	.	.	.	475-9723
Abbey House	.	.	.	.	.	.	.	.	.	.	.	.	475-9732
Cutler House	.	.	.	.	.	.	.	.	.	.	.	.	475-9735
French House	.	.	.	.	.	.	.	.	.	.	.	.	475-9713
Sherman House	.	.	.	.	.	.	.	.	.	.	.	.	475-9807
Hall House	.	.	.	.	.	.	.	.	.	.	.	.	475-9862

The switchboard is open Monday through Friday from 8 A.M. to 9:30 P.M., Saturday 8 A.M. to 7:45 P.M. and Sunday 9 A.M. to 9:30 P.M.

A dress code was adopted by the school body at a Town Meeting in the Fall of 1969. See Student Government Handbook, page 36.

Dress

All clothing and personal effects should be clearly marked with the student's name. The school is not responsible for the loss of students' personal property during the school year or when stored over vacation. Packing boxes are provided for storing over the summer or for sending on to college upon graduation.

Abbot is governed by a Town Meeting form of government. All groups of the school community — students, faculty and administration — participate in the Town Meeting. Long-range planning, evaluation of social and academic life and personal concerns are solved by common accord.

Student Government

Abbot Academy considers participation in extracurricular activities an integral part of the total education experience. By offering a wide variety of activities, both on campus and in the community, the school hopes to provide the opportunity for each student to develop her individual talents, to explore new interests, and to gain the ability to plan her time wisely. Through her participation in the activities of her choice, each student is encouraged to develop

Extracurricular Activities

a sense of responsibility and commitment, and to work effectively as a member of a group, both as a leader and as a follower. In working closely with others, each girl has the opportunity to use her initiative, to give of herself, and to develop consideration and respect for others.

There is a deep personal involvement on the part of many of the Abbot students in school, community and religious projects under the sponsorship of the Committee for Social Concerns. A wide variety of interest groups in dramatics, art, debating, current events, modern dance, publications and photography are active on both the Abbot and Phillips Academy campuses. Other organizations in which the girls participate include the Fidelio Society, the glee club which presents several joint concerts during the year with such schools as Phillips Exeter, the Brooks School and Phillips Academy; and the joint Abbot-Phillips Choir. There are also informal singing groups which sing at dances and special events.

Publications **The Cynosure** is the school newspaper. Edited solely by the students, it is self-supporting and published 12 times a year.

The Courant, the literary magazine, is published twice a year. It is devoted to encouraging literary talent, and with its interesting and unusual art work and photography, to artistic talent.

The Circle, published in May of each year, is the school yearbook. As well as containing pictures of the senior class, it presents an overall impression of the school year and the activities of all four classes as seen by the seniors.

Health Supervision The school infirmary, under the direction of the school physician, a school psychiatrist and staffed by two registered nurses, provides daily clinic care. Before school opens in the fall, every student is asked to have a physical examination by her family doctor as well as certain tests and routine vaccinations. The family is asked to answer questions concerning the student's health to assist the school doctor in preventing and evaluating illness.

The services of Isham Infirmary at Phillips Academy are available to Abbot students requiring bed care. The Isham Infirmary, accredited by the American Medical Association and the American Hospital Association has 50 beds, a modern x-ray department and clinical laboratory. Graduate nurses are on duty 24 hours a day. If highly specialized care is required at any time, local consultants and hospitals or Boston physicians and nationally known medical institutions are readily available.

Illnesses are reported to the parents by phone or letter as the situation demands. Minor illnesses are not reported.

A student medical insurance plan is available. The cost per year is \$35.00 for boarders, \$20.00 for day students. It reimburses parents for specific amounts for each accident or illness. Many students carry both the school and a personal policy. Application forms are sent to the parents with the mailing of the first tuition bill.

Medical Insurance Plan

Criteria for admission include previous school records, recommendations from the school, a personal interview, individual interests and abilities — information useful in identifying girls who will actively contribute to and benefit from the academic and community life which Abbot offers. It is desirable to visit the school while classes are in session, and appointments can be arranged by calling or writing the Admissions Office.

Admission

Candidates are asked to take the Secondary School Admissions Test, administered by the Educational Testing Service of Princeton, New Jersey, in December, February, or April of each school year at centers set up in various parts of the United States and numerous foreign countries.

Early application is highly desirable, and application should be made by February 15 for consideration for the following school year. Candidates are notified of their decisions on March 1. If a girl wishes to apply only to Abbot, an Early Decision concerning her candidacy can be given in the late fall. The Admissions Office will supply information concerning the Early Decision Plan upon request.

A fee of \$15 is required with each application, and there is a registration fee of \$100 when a girl is accepted and accepts in turn the place reserved for her. The registration fee is applied to the tuition bill.

Students may enter any of the four classes: the Preparatory (ninth grade), Junior (tenth grade), Senior-Middle (eleventh grade), and Senior (twelfth grade), although it is rare for the school to accept a single-year Senior.

Financial aid is awarded on the basis of need as stated by parent or guardian, in a form available upon request. Financial aid grants are rarely given for more than one-half the tuition, and the average is lower. These awards are confidential, and the recipients are simply required to maintain a satisfactory academic standing and be good citizens of the school.

Communications should be addressed to: Mrs. Jon E. Kaiser or Miss Priscilla Peterson
Admissions Office
Abbot Academy
Andover, Mass. 01810

**Geographical Distribution
of Resident Students
1969 - 1970**

The school enrolls 204 boarding students and 76 day pupils. In 1969-70, the resident students come from:

Alabama	1	Maryland	4	Accra	1
Arizona	1	Massachusetts	37	Canada	3
Arkansas	1	Michigan	4	England	2
California	5	New Hampshire	18	Germany	2
Connecticut	32	New Jersey	9	Guatemala	1
Delaware	3	New York	22	Grand Bahamas	1
District of Columbia	1	North Carolina	2	Hong Kong	1
Florida	2	Ohio	9	India	1
Georgia	1	Pennsylvania	8	Lebanon	1
Indiana	1	Rhode Island	1	Peru	2
Iowa	2	South Carolina	1	Puerto Rico	2
Kansas	1	Vermont	1	San Salvador	2
Louisiana	1	Virginia	4	St. Thomas	1
Maine	8	Wisconsin	1	Thailand	1
				Venezuela	3

Abbot participates actively in Project ABC (A Better Chance), a nationwide program whose function is to discover able youngsters in deprived circumstances and to assist them in placement at an independent school. There are seven ABC girls currently enrolled at Abbot.

ABC Program

Abbot participates in the E.S.U. exchange program, in which we accept an English student for a year at Abbot, and may send several Abbot girls for a year of study at a British school following graduation.

English Speaking Union

Course levels and subjects are determined by student preferences on a course selection sheet. Placement questionnaires are sent to each new student in the Spring. Grades and former teacher recommendations also influence the placement in classes.

Placement in Classes

In May of each year, Abbot girls are asked to indicate their choice of room and roommates. Room assignments are mailed to both old and new girls in early August.

Room Assignments

Abbot provides each student with basic room furnishings — bed, pillow, chest of drawers, desk, bookcase and blanket. Additional blankets, bed linens, easy chair, lamp, curtains and/or draperies, scatter rugs are provided by the individual student.

Room Equipment

A student may be charged for breakage or damage to her room, the amount determined by the Director of Residence.

Breakage

Abbot is a preparatory school, and as such, is committed to preparing its students for entry into a college. The school's objective is not only to get a girl "into" college but to educate her in such a way that she becomes a most desirable candidate.

College Admissions

We recognize the age of multiple applications is with us and encourage our students to apply to a range of colleges according to her ability and desires.

Those few students with strong qualifications who are absolutely sure of a first choice college are permitted to apply under the Early Decision Plan.

Abbot has as a member of its staff a person whose full time responsibility is to provide individual counseling for post-secondary school planning.

College matriculation	Acadio, Nova Scotio	1	Marjorie Webster Jr.	1	U. of Denver	2
1965-1969	Antioch	1	Mary Washington	1	U. of Florida	1
	Barnard	18	Michigan State	2	U. of Michigan	6
	Beaver	1	Middlebury	2	U. of New Hampshire	4
	Beloit	2	Mills	8	U. of New York	1
	Bennett	7	Mt. Holyoke	9	U. of Massachusetts	1
	Bennington	4	Newcomb	1	U. of North Carolina	1
	Boston University	8	Northeastern	3	U. of Pennsylvania	6
	Bradford Jr.	5	Northwestern	4	U. of Pittsburgh	1
	Briarcliff	6	Occidental	3	U. of Redlands	1
	Bryn Mawr	3	Pembroke	4	U. of Rochester	3
	Carleton	1	Pine Manor Jr.	5	U. of Southern Nevada	1
	Centenary Jr.	1	Pitzer	3	U. of Vermont	3
	Chatham	2	Pratt Institute	1	U. of Wisconsin	2
	Clark University	1	Radcliffe	6	Vanderbilt	1
	Colby	3	Randolph-Macon	2	Vassar	5
	Colby Jr.	4	Reed	1	Washington (Md.)	1
	Connecticut	23	Rhode Island School		Wellesley	13
	Cornell University	7	of Design	1	Wells	3
	Dickinson	1	Rollins	2	Westmont	1
	Duke	3	Rensselaer Poly-		Wheelock	4
	Elmira	3	technic Institute	1	Whittier	1
	Emmanuel	2	St. John's (Md.)	1	Western	1
	Finch	1	Sarah Lawrence	2	Western Reserve	2
	Florida Stote	1	Scripps	1	Wheaton	8
	Goucher	18	Skidmore	11	William Mary	1
	Green Mountain Jr.	3	Smith	15	Wilson	1
	Hiram Scott	1	St. Andrews	1	William Smith	2
	Hollins	5	St. Olaf	1	Fleming (Switzerland)	3
	Kirkland	2	Stanford	4	Lycee International	1
	Hood	2	Stephens	4	St. Clare (England)	1
	Ithaca	1	Swarthmore	1	L'Academie (Paris)	1
	Kalamazoo	1	Syracuse	10	Academic Year Abroad	2
	Lake Erie	1	Temple Buell	1	American School	
	Lake Forest	3	Trinity (Washington		(France)	1
	Manhattanville	2	D.C.)	1	Katherine Gibbs (N.Y.)	1
	Marymount	2	Tufts	1	Museum School	
	Margaret Morrison-		U. of Colorado	4	(Boston)	1
	Carnegie Mellon	3	U. of California	5		

Each year in the spring, elections to the Cum Laude Society are announced. This is an inter-school society which bears the same relationship to secondary schools as that of Phi Beta Kappa to colleges. Membership depends upon a very high quality of scholastic achievement.

Cum Laude Society

Abbot is an all-sectarian school. It believes in exploring man's capacity for a spiritual life and in acquainting students with a knowledge of major world religions. It does not emphasize the theology of any particular sect. Boarding students may attend, every Sunday, either the Phillips Academy chapel service, the church of their own faith, or an Abbot Religious Association-sponsored session here at Abbot.

Religious Life

The Abbot Alumnae Association, with a membership of nearly 3800, seeks to advance the interests of the school and to keep its graduates in touch with one another. Alumnae headquarters are at Morton House; and guestrooms are provided for visiting graduates. Graduates of the school are to be found in every state and 46 foreign countries.

Alumnae Association

The John Esther Art Gallery, a wing of Abbot Hall, was donated to Abbot in memory of John and Esther Byers. A variety of art exhibits are shown during each year with particular emphasis on different artists and media thus offering the students at Abbot an opportunity to widen their scope of appreciation and knowledge of art forms. The gallery is open to the public as well as to the students.

Art Gallery

The bookstore in Draper Hall is operated for the convenience of the entire Abbot community. Paperbacks, greeting cards, and other items common to a bookstore may be purchased.

Bookstore

The 1969-1970 tuition fee for Boarding Students is \$3,300. a year; for Day Students \$1,500. a year. The fee for boarders includes tuition, board, concerts and lectures at the Academy. The fee for Day Students includes tuition, lectures and concerts at the Academy.

Tuition and Fees

Payments are due as follows: All applicants, \$15.00 at the time of application; Boarding Students, \$100. at the time of registration for reservation of place, \$1,200. on August 1st, \$1,000. on October 1st and \$1,000. on December 1st; Day Students \$100. at the time of registration, \$500. on August 1st, \$450. on October 1st and \$450. on December 1st.

The application fee of \$15.00 is retained by the school. The fee of \$100. for the reservation of a place is forfeited if the student is withdrawn after May 1st; otherwise it is applied to the first semester tuition payment. No reduction or refund in tuition fee will be made for withdrawal after August 1st, for prolonged absence, or for dismissal before the close of the school year.

No diplomas will be awarded if all rendered bills have not been paid in full, except at the discretion of the Executive Committee of the Trustees.

In view of a continuing increase in expenses of operation the Trustees of Abbot Academy have increased the tuition to \$3,800 for resident students and \$1,800 for day students beginning with the 1970-71 school year.

Charges for Private Lessons

Private Music Lessons — One period lesson per week \$210.00. Additional period per week \$165.00 (Additional period must be in the same subject.) Tutoring per hour \$7.50.

Charges for private lessons and other personal expenses such as, books, art and lab fees, tutoring, riding, and organization dues, are payable at the end of each term in December, March and June term bills.

The following items may also be charged on these bills:

Art Supplies	Music: Lessons, sheet music
Bookstore items and toilet supplies	Off Campus Concerts, etc.
Chaperonage and Tutoring	Physical Education Equipment
Class Ring and Sweater	School publications
Dry Cleaning and Laundry	Senior photographs
Educational Records Bureau—Annual Charge	Testing fees
Infirmary: Medication	

Parents should buy plane or train tickets for their daughter's trip home and return to school at vacation times.

The Bay State Merchants National Bank and the Merrimack Valley National Bank, both located in Andover within easy walking distance from the Academy, have agreed to accept personal checking accounts for students enrolled at the Academy. It is recommended that accounts be opened at one or the other of these banks in order to facilitate cash withdrawals. If a checking account elsewhere is preferred, however, students wishing to cash checks in Andover will be supplied with identification cards. Checks will not be cashed at the Academy except in an emergency.

Personal Finances

The size of the student's opening deposit in a checking account is optional but should be sufficient to include what her parents consider an appropriate weekly withdrawal for incidental expenses. Cash expenditures may include clothing, sightseeing, field trips, concerts in Boston, movies and a variety of other entertainments. Contributions to the United Fund, Christmas for the staff members, etc., are solicited. An opening deposit of about \$75.00 in a personal checking account, before or during the first week of school, is suggested as a reasonable amount for the usual first semester expenses not chargeable on term bills. Students are urged to make payments by check when possible and not to keep any more cash than necessary in their rooms as the Academy cannot be responsible for losses.

Charge accounts in local stores or in Boston are not allowed except by written permission of the parents.

Charge Accounts

ACADEMIC PROGRAM

Abbot Academy offers an extensive variety of subject areas and teaching approaches designed to sharpen each girl's sensitivity and awareness about herself and about her environment — past, present and future. Since most Abbot girls will enter college, we concern ourselves with the best possible preparation for that experience and those beyond.

Some of the classes at Abbot are small and informal seminars; some combine discussions and lectures; but all emphasize the importance of a girl's thinking for herself and expressing her ideas clearly and convincingly in writing and speaking. The average size of the class section is 14. The student-teacher ratio is 7:1.

Most major classes, including science labs, meet between 8:25 and 2:30 o'clock. A few meet in the evening. A modified modular pattern of scheduling has been arranged to serve the individual needs of each student as well as each department. Some departments meet their students a few times a week for long periods while others use five shorter periods.

Coordinate classes with Phillips Academy are held in some foreign languages, religion, art, music and drama. We anticipate an increasing number of possibilities in coordinate education with Phillips in the future.

Reports to Parents

A written mid-term report of the students' work from the teachers and the faculty adviser's appraisal are sent to the parents or guardians in October. Term reports are sent in December, March and June. A grade of A represents superior standing; B, good; C, average; D, passing; E, failure. The minimum grade for college recommendation is D, or passing. A report from the house mother is sent to the Parents three times a year.

Each Abbot student is under the guidance of a Faculty Adviser. This adviser will know the student well and thus have a comprehensive picture of the girl — academic, personal and social. The adviser will help the student plan her program considering her total work load, and her course alignment with college admission and graduation requirements in mind. The adviser will send grades and teachers' comments, along with his own evaluation of the student's progress, to the parents at each marking period. Faculty and parents are encouraged to keep in close touch with the adviser concerning each Abbot student's progress.

Faculty Adviser

A recommended minimum course alignment of majors is as follows:

Recommended Major Courses

- 4 years of English
- 3 years of mathematics
- 3 years of one foreign language
- 2 years of social sciences
- 1, but preferably 2 years, of laboratory science

Substitutions are often considered and approved according to college entrance requirements and student needs. No student should take fewer than four major courses in any year.

16 credits are required for graduation. The majority of the credits will be made up of major courses but a combination of minors may be considered as general requirements.

Requirements for Graduation



COURSE DESCRIPTION

Major Subjects

Graphics and Painting. This is a credit course for advanced art seniors in the Abbot Studio.

Class meetings provide practice in pencil, charcoal, and ink drawing from life and from imaginative subjects. There is special attention to composition and to critical analyses. Individual styles and experimentation in mixed media and ideas are encouraged. The Graphics department is equipped to introduce relief printing and intaglio processes as well. Painting in watercolor, acrylics, and oils affords the student an opportunity to develop independent work habits.

Documentary Photography. Learning to use the camera and the recorder with compassion for people, both close friends and strangers in rural and urban environments. Emphasis on the photographic essay, developing one's personal approach to people, and pursuing the highest standards of photographic quality. Students are expected to participate in frequent field trips.

The course is offered in conjunction with Phillips Academy, and other schools are often invited to the evening seminars.

ART

Our aim is to develop an increasing awareness and sensitivity to the changing world around us and within us, and to respond to this world with all kinds of written and oral discourse, such as interior monologues, dialogues, biographies, which the teacher and students practice together, with the students managing the discourse for the most part. We study great literature, past and present, and make use of the media of newspapers, theater, film, television, photography, art, and music. There is emphasis on doing, such as improvisations, writing plays, and short stories, as well as on critical examining, such as learning to define carefully, to observe, to develop ideas, to verify. We believe that students learn to express themselves more fluently, more correctly, more honestly, and more creatively in open-ended discussions, with a wide choice of media at their disposal. We believe that students learn to write through thinking out, through workshop exercise, and through dramatic play.

ENGLISH

This year's program is launched with the hope that ninth and tenth grade students can develop in two years a degree of sophistication to understand the grammar of rhetoric, examining the nature of information, concepts, attitudes, persuasive material. Then the student will be free and responsible to choose her own avenues of interest in the eleventh and twelfth grades.

The following course descriptions attempt to summarize this year's syllabus with the understanding that next year we hope to keep experimenting and changing our plans as the need arises.

English I. An introduction to discourse of all kinds in a student oriented atmosphere. Some examination of myths and archetypal situations.

ex. The Odyssey, Bible stories, King Arthur legends

English II. A concentrated study using all media to examine forms of expression: expository, lyrical and narrative.

ex. expository: information/attitude

Texts. documentary films — Flaherty, etc.

photographs — Family of Man

journal — The Desert Year — Joseph Wood Kautch

question: Can you convey information without indicating an attitude?

English III. Fall Term: A study of Satire and Comedy selected plays, novels, poems, short stories, films, art.

ex. Twelfth Night, Brave New World, Byrons satirical poems, Chaplin and Marx brothers films, Daumier, Goya

Winter and Spring Term. A student can choose one course each semester from a list, of which the following is representative:

1. Youth and Reality
2. Point of View: Modern Novel
3. 20th Century American Novel
4. Drama of the 20th Century
5. Poetry Workshop
6. Black Literature
7. Short Story Workshop

English IV. From course titles similar to those above each student chooses three courses, one for each semester. During 1969-1970 students are grouped, as nearly as possible, according to the courses chosen, each teacher remaining with her group all year.

Honors Divisions

Offered 1969-1970

English III — one division

English IV — two divisions

Content of courses similar to that of regular divisions but the students work more in depth and do more independent study.

Comparative Development. An Introduction to the Social Studies. This course attempts to place the process of modernization into an historical context. By comparing Greece at the time of the Peloponnesian War, Meiji Japan, pre-revolutionary Russia, and one contemporary developing nation, the student learns the problems that accompany development and the changes that society undergoes in this process. Readings are drawn from original sources and period literature as well as standard textbooks. (Open to 9th Grade).

HISTORY

Great Men and Issues. (or Medieval and early modern history). This course deals with the history of Western Europe from the Middle Ages to the French Revolution. The reading is taken from biographies of significant figures who have contributed to Western Civilization, and from original sources. (Open to 10th Grade).

Modern European History. The course in modern European history is an intensive and conceptual study of western Europe from the French revolution in 1789 to the present day. The first semester is devoted to a study of the nature of revolution; the work of the second semester is concerned with the development of 'isms' — socialism, communism, nationalism, and imperialism; and the work of the third semester deals with twentieth century Europe. A variety of texts is supplemented by library reading. (Open to 11th Grade).

The American People—Their Past and Present. The course in American history is divided into three parts. During the first semester an intensive study is made of the origins and early development of American institutions and ideas. During the second semester, seminar groups study three topics of importance within the nineteenth century — urbanization, black studies, and imperialism. In the spring term, a choice is provided among three courses dealing with aspects of the twentieth century. The course is based on the belief that dependence on one text is intellectually limiting and that exposure to a variety of pedagogical technique is conducive to the development of self-discipline. (Required for Seniors).

Visual Studies. The course is aimed at developing an awareness in each student of non-verbal expression on both the personal and societal level. The emphasis is on student participation in understanding the communication and expressive possibilities of the whole individual. We will include the traditional fine arts as well as exploring other modes of non-verbal communication such as use of space, the concept of "image", and how film and TV affects us as individuals and as a society. The text is Janson's History of Art, as well as supplemental reading, film, and group exercises.

The aim of the foreign language program is to teach the students not only to read or write the language but to understand and speak it in a manner acceptable to native speakers. At the end of the curriculum, the students are expected to have acquired a working knowledge of all structures, as well as the ability to read, analyze and discuss some important literary works. The foreign language is normally the language of the classroom from the beginning. The language laboratory is used to reinforce comprehension and basic oral skills, mostly at the elementary and intermediate levels.

French I. For beginners. Basic vocabulary and grammar. Practice of conversation. Varied exercises, oral and written. Representative text: G. Mauger Cours de langue et de civilisation françaises à l'usage des étrangers (1^{er} degré).

French I Advanced is an accelerated course for those students who enter Abbot with a previous knowledge of French, but which is not sufficient to warrant their taking French II. The grammatical concepts of both French I and French II are covered. If the student's achievement demonstrates sufficient mastery at the end of the year, the teacher will recommend that she be enrolled in French III. The language laboratory is used extensively. The basic text is Le Français Vivant 1, Couture.

French II. All the principal tenses and all general rules in grammar are studied. At the end of the year students are expected to converse in French. Representative text: Le Français Vivant 2, Couture.

French III. Thorough teaching of grammar, emphasis on reading, vocabulary and comprehension. Introduction to French civilization through reading. Text: Précis de Grammaire, Langellier.

French IV. This is a course designed for those students who are not ready for the intensive literary emphasis on 17th and 18th Century authors. (Molière, Descartes, Corneille, Racine, Pascal, Voltaire, etc.) Le Français d'Aujourd'hui: écrit et oral, by Mulhauser, Desberg, Saisselin, 17th and 18th Century, Lagarde and Michard.

French V. A literary study of the 19th Century civilization from Chateaubriand to the great poets, Verlaine, Baudelaire, etc. Emphasis on discussions and oral and written reports. The students are trained in taking notes in French. This is the equivalent of Freshman College level French.

German I. Intensive basic work in grammar, vocabulary, and classroom conversation. Test: Deutsche Sprachlehre für Amerikaner, Schulz, Griesbach, and Von Hofe.

German II, III, and IV. are being offered with the cooperation of the Phillips Academy German Department and taught by members of that Department.

Latin I. This first year Latin course covers: (1) Basic forms and syntax of Latin language. (2) Fundamental vocabulary. (3) Practice in translating Latin sentences into English and English into Latin. Text: Smith & Thomasan's First Year Latin revised by Charles Jenney, Jr., Allyn & Bacon, Inc.

Latin II. This course consists of

Part I

- A. Review of Latin I grammar
- B. Study of more complex Latin grammar, with emphasis upon the subjunctive
- C. Basic Vocabulary
Lessons I - XI inclusive

Part II (text)

Translation

- A. Selections from The Argonauts — adapted by J. C. Kirkland, from Ritchie's *Fabulae Faciles*
- B. Selections from The Story of Rome (adopted from Livy and Eutropius)
- C. Excerpts from Gaius Julius Caesar
 - 1. the Gallic Campaigns
 - 2. The Civil War
- D. Poetry — Selections from Ovid.
Text — Scudder's Second Year Latin Revised by Charles Jenney, Jr., Allyn & Bacon, Inc.

Latin III. The third year work is devoted to: Vergil's Aeneid, Books I, II, IV, VI. Attention given to (1) mythological references. (2) Identification of persons, places, things. (3) Scansion. (4) Vocabulary. (5) Sight translation and comprehension. (6) Discussion and interpretation. Texts: Carlisle and Richardson, Fourth Year Latin, Joseph Pearl, Companion to Vergil.

Latin IV. The fourth year of Latin consists of (1) translation of the four Catilinarian Orations of Cicero, the philosophical essays *De Amicitia* and *De Senectute* and, in addition, *Pro Archia*, the Second Argument against Verres, and as much *Pro Lege Manilia* as time permits, (2) vocabulary, (3) sight translation and comprehension. Text: Kelsey and Meincke, Third Year Latin (Cicero)

Russian I. An introductory course. Mastery of the Russian sound system and basic structure patterns. All four basic language skills are taught and practiced: listening comprehension, speaking, reading, and writing. Text: Russian — Level One, 2nd Edition, Liapunov; Harcourt, Brace & World.

Spanish I. The beginning course employs the structural approach to the language. The study of Hispanic cultures is integrated with the learning of patterns of speech. Vocabulary building is reinforced by daily conversation drills. Laboratory work assigned to meet the needs of the individual student. Text: Español: lengua y cultura I (Múñoz)

Spanish II. Intensive drill in usage. Structural approach continued. Classroom conversations based on elementary readings from Spanish classics, and on the study of Hispanic cultures. Exercises in written composition. Individual laboratory assignments. Texts: Español Moderno II (Brady and Oberhelman), Corazón de España (Centeno), Las Joyas Robadas (Watson and Moore), and others.

Spanish III. Review of grammar, and drill in the use of idioms and advanced grammatical constructions, Repaso Oral (Colecchia). Reading speed and comprehension increased through selected readings, with content discussed in Spanish. Doña Perfecta (Pérez Galdós), Zalacáin el Aventurero (Baroja), Los Árboles Mueren de Pie (Casona) and others. Creative writing, and elementary studies in literary criticism, including poetry, theater, and the novel.

Spanish IV. Comprehensive study of Spanish civilization, designed to correlate the literature, the art, and the historical events of the nation. Frequent use of slides, filmstrips and recordings. Texts: España: síntesis de su civilización (Mallo), Poesía Hispánica (del Río), Lazarillo de Tormes, El Alcalde de Zalamea, and works of other representative authors. Open to students of Abbot and Phillips Academies.

Spanish IV. AP. Study in depth of representative authors of the nineteenth and twentieth centuries: Unamuno, Gallegos, Darío, Lorca, Galdós. Guided study of additional works chosen by the student and read outside of class. Open to students of Abbot and Phillips Academies.

Spanish V. Study in depth of authors not read in the preceding course: Baroja, Azuela, Benavente, and others. Individual projects designed to exhibit the student's knowledge of literary trends as well as the works of representative authors.

Mathematics is presented as a branch of human knowledge, interesting in its own right. Mechanical skills and accuracy are desired, but stressed chiefly as implements necessary in developing the subject and in working with broad, basic principles.

Mathematics I. First Year Algebra. Elementary algebra through radicals and quadratics by formula. The approach is modern. Text: Rourke, Algebra I.

Mathematics II P. This course is like Mathematics II but is for ninth graders only.

Mathematics II. Plane Geometry. Solid and coordinate geometry are integrated with the plane geometry. Text: Moise and Downs, Geometry.

Mathematics II-III. An accelerated course for able students wishing to cover two years in one. Intermediate algebra is integrated with plane and coordinate geometry where possible. Other topics from intermediate algebra are covered separately. This course may be followed in the next year by elementary functions. Text: Wesleyan Experimental Curricular Study — Modern Coordinate Geometry.

Mathematics III. Intermediate Algebra. Review of number systems: equations and inequalities of the first and second degree; the complex number system; exponents, radicals, and logarithms; functions; trigonometric functions, identities, graphs, and general laws; series; binomial theorem; permutations and combinations, some symbolic logic. Texts: Nichols, Modern Intermediate Algebra.

Elementary Functions. This course makes use of intermediate algebra and plane trigonometry in the study of functions. The section reserved for the eleventh grade includes analytic geometry and can be followed in the twelfth grade by the calculus. The sections for the twelfth grade may cover analytic geometry or some other field of fourth year mathematics. Texts vary according to section. Texts: Fisher and Ziebur, Integrated Algebra and Trigonometry; Halberg and Devlin, Elementary Functions; Fleenor, Shanks, Brumfiel, The Elementary Functions.

Calculus. First year calculus, differential and integral with review of analytic geometry. This course prepares for the Calculus AB Advanced Placement Examination. Texts: Hille and Salas, Calculus; Thomas, Elements of Calculus and Analytic Geometry.

MUSIC **History of Music.** A survey of Western music from its beginning in the Middle Ages to current schools of composition and performance. The course aims to instill a feeling for characteristic sounds and forms of each major historical period, including the evolution of jazz in the United States. Extensive use of recordings is an integral part of the course. Open to eleventh and twelfth grade students.

Music Theory. This course includes part-writing, melodic and harmonic dictation, and sight reading — adapted to the previous experience of the individual students whenever possible. (Not offered in 69-70).

PHILOSOPHY **Man.** A student-directed study of man's nature, destiny and relationship to society. Emphasis on developing human wholeness.

SCIENCE **Introductory Physical Science.** Recommended for 9th graders (and 10th graders who have had no science in Junior High School).

A course designed to give students a beginning knowledge of physical science and to offer some insight into the means by which scientific knowledge is acquired. The course is designed to serve as a solid foundation for those students taking later courses in physics, chemistry and biology. Goals of the course are achieved by extensive student experimentation in the laboratory, and guided reasoning using the results of such experimentation.

Biology. BSCS Yellow Version. This course endeavors to impart an understanding of scientific methods and reasoning by way of firsthand experience. Students learn modern biological theories with an emphasis on the unity and dynamic nature of the living world as an underlying theme. The cellular nature of organisms is stressed. Texts: Biological Science: An Inquiry Into Life, John A. Moore and committee. BSCS Yellow Version, Harcourt, Brace and World. Open to tenth, eleventh and twelfth graders.

Chemistry. The course is designed to give both a thorough introduction to the fundamental principles of chemistry and an appreciation of chemistry's importance and relevancy as a

science. The text is roughly divided into two parts. The first section establishes the basic concepts in order of increasing complexity — atoms, bonding, states of matter, chemical equilibrium and kinetics. The second part applies these concepts to the descriptive chemistry of the elements. Laboratory work is an integral part of the course. It is designed to encourage the student to develop ideas through observation.

Supplementary material is used throughout the course to introduce current developments in the field.

Physics. (PSSC — Physical Science Study Committee) With the vast knowledge of physics on introductory course of physics can either scratch the surface of many topics or else select a few related topics and cover in detail. The PSSC course consists of four closely interconnected parts. The first part is a general introduction to time, space, matter and how we measure them. Measurement of time and space leads to kinematics, the study of motion without considering the forces that cause the motion. In Part II properties of light are studied. A particle model and a wave model for light is introduced. Much of the work in Part II centers about the study of the motion of water waves in ripple tanks. Part III returns to the study of motion from a dynamical point. This part includes Newton's law of motion, universal gravitation, momentum and energy. The laboratory plays an important part by allowing the student to discover the relationship among force, mass and acceleration, and the conservation of momentum and kinetic energy through experimentation. Part IV introduces the student to electricity and through it to the physics of the atom.

Theater Major: An extensive study of the technical elements of a theatrical production with a secondary emphasis on the critical and philosophical aspects of Drama. Students select a play and carry it through to its final preparation of a hypothetical opening night performance. The craft of acting and playwriting are also studied for their relationship to a dramatic production.

THEATER

Minor Subjects

The study of "Minor Subjects" is an integral part of the academic program at Abbot Academy. Each student is given the opportunity to spend several hours a week on such as a means of introducing her to further fields of interest as well as encouraging her to develop her creative talents. Some minors we consider important for general background and development and are required.

Architecture. A design course based on the previous year's work in Studio Art, which involves the further exploration and application of concepts of human function and materials structure on an architectural scale. People, considered singly and socially, and materials, considered structurally and aesthetically, become central to the design process. (Offered at Phillips Academy).

Art Studio: An introduction to techniques of creative expression learning to apply the principles of art in imaginative ways. An advanced art course is offered to girls with previous studio art training.

Open to both Abbot and Phillips Academy seniors who have a background of a course in Basic Design or Visual Perception.

Ceramics. The methods and processes of creative work with ceramic artifacts. This course provides instruction in handbuilding, wheel throwing, glaze making, loading and firing of the kiln. Emphasis is on creative expression. Open to both Phillips and Abbot students — one or two double periods weekly. A \$10.00 studio fee is charged per term. Only students taking a ceramics course may use the studio due to space and equipment. It may be used by them in free periods.

Ancient Greek. A beginning study of the language, using Chase and Phillips' A New Introduction to Greek. Attention is given to basic comparative linguistics and etymology; also to concepts peculiar to Greek thought and intellectual history.

Humanities. The Humanities course is dedicated to all those who believe that every question has an answer, that truth is objective, that there is one morality and one reality, that there are ten commandments, and that teachers are smarter than students. The course is conducted in a paper bag in which twelve girls, a teacher, and an idea are shaken together. Emphasis is placed on personal interaction with other people in a specific context with the aim of encouraging personal definition and growth. The course is more concerned with developing an approach to solving problems than it is with answers to specific questions. The course is not a survey of humanistic thought. It is structured around four arbitrary topics:

The Human Zoo — man as an animal,
Mythology — what we believe beyond what we “know”,
War — the clash of mythologies,
Feminism — women as people.

Human Sexuality. An open discussion of human sexuality with emphasis on the biological, psychological and social aspects, as well as on the moral involvements. Required for all tenth graders. (½ year)

Applied Music. Individual study is available in voice, piano, organ, string and wind instruments.

Music Literature. Basic terminology and general information helpful to the modern concert-goer. The course aims to provide the listener with the tools necessary to enhance her emotional and intellectual response to music. Required of all tenth graders. (1 term)

Fidelio. Membership of approximately sixty selected voices, drawn from the senior and senior-mid classes only. Meets twice a week. Participates in joint concerts with boys schools, including the annual joint concert at Methuen with Phillips Academy.

A Cappella. Membership of approximately forty voices drawn from the junior and prep classes. Meets once a week. Participates in at least two concerts a year. The aim of A Cappella is to offer the enjoyment of a varied singing experience and to provide the kind of training considered important for future participation in Fidelio.

Painting and Graphics. The class meets in the Abbot Studio and at the Phillips Art Center. Full class meetings are for the purpose of the exchange of ideas and for general instruction. In alternate school terms the class is divided in order to concentrate on graphics at Abbot and on painting, oils and acrylics at Phillips.

Each individual will delve seriously in a chosen field of expression, but will have a chance to try new media and to experiment independently and freely. The studio is available for outside work.

Documentary Photography. See description of the photography major. Students work on same problems as the majors but at a slower pace.

Beginning fundamentals of photographic seeing and technique are also taught to individuals who cannot take the major or minor courses.

Sculpture. Offers an opportunity to work in materials available to the sculptor today, such as wood, stone, metal, plastics, plaster. It is, therefore, possible for the students to develop into sculpture concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed. (Offered at Phillips Academy)

Speech and Drama

Basic Acting. Starting with simple sensitivity exercises and working these experiences into improvisations, the student learns the basic approaches to acting and role playing. As the student becomes more experienced with the technical aspects of acting, she begins to study characterizations which eventually are used in a series of acting scenes. The course culminates in a practical study of acting trends and modes from the Greeks to the present.

Logic and Conversation. A three-segmented study of speech. The first term covers the formal elements of speech in an informal class setting. The second term explores the use of logic and propaganda in speaking, and the class investigates the role of the audience in various group situations. The third term examines the technical improvement of voice control and presentation through physical and vocal exercises.

Oral Interpretation. A full year minor in which an intimate oral speaking situation is evoked through the personal interaction of the students. The technical, physical, and critical elements of oral interpretation are examined and practiced throughout the year.

Urban Education: An Initial Teaching Experience. This elective course is designed for students who are taking or have taken American History. It introduces participants to teaching through work within the public schools of Lawrence, where students tutor and conduct an after-school program for sixteen needy children. Broad educational and social issues are considered in outside reading, weekly seminars and the systematic study of Lawrence itself, which has shared with larger cities the impact of industrialization, immigration and the labor movement. Enrollment limited to eight students.

Visual Perception. Studio exercises using various materials in experimental ways are combined with slide tapes and problems using the polaroid and movie camera. The purpose of the program is to increase the students' visual awareness and to help her discover interrelationships in different fields of study. Drawing ability is not necessary. Those who study geometry have the opportunity to participate.

The purpose of the Physical Education program is to encourage each girl to develop to her fullest potential: to strengthen individual skills and to learn to work and play with teammates. The athletic curriculum includes a variety of activities which emphasize exercise and good sportsmanship. All the girls participate, in some way, in the intramural and inter-mural contests which offer the experience of competition and contact with other classes and schools. All students take 4 days of sports a week.

The girls may elect the sport they wish to take. In the fall term Field Hockey, Soccer and Tennis are offered. In the Winter Term the girls may choose their program from Badminton, Ballet, Basketball, Fencing, Gymnastics, Tumbling and Volleyball. In the Spring Term Lacrosse, Softball and Tennis are offered. Horseback Riding is available during the fall and spring terms. (The price is \$4.00 per lesson plus transportation.) A girl may ride one or two afternoons a week, supplementing her program with two days of another elected sport.

Physical Education

RECOMMENDED PROGRAM OF STUDY

GRADE	9	10	11	12
MAJOR SUBJECTS	The school strongly recommends			
	5 majors	5 majors	4 or 5 majors	4 majors
	*Eng. I	*Eng. II	*Eng. III or Eng. III H	*Eng. IV or Eng. IV AP
	Lat. I or Lat. II	Lat. II, Caesar	Lat. III, Vergil	Lat. IV, prose and poetry
	Fr. I or II	Fr. II or III	Fr. III or IV Special	Fr. IV or Fr. V or IV Special
	Fr. I Advanced			
	Span. I or II	Span. II or III	Span. III or IV	Span. IV or V
				(Entrance in Lat., Fr., Span. IV by recommendation)
	German I or II	German II or III	German II or III	German IV
	Russian	Russian	Russian	Russian
	†Hist., Comparative Development	Hist., Great Men and Issues	Hist., Mod. Eur.	*Hist., The American People
	*Math. I or Math. II	*Math. II Math II-III Math. III	†Math. III Math. IV	Math. IV and V Entrance by recommendation
	Intro. to Physical Science	Bio. Physical Science (7 periods)	Bio., Chem. or Physics (7 periods)	Bio., Chem., Physics (7 periods)
				Studio Art or Photography or Theater
				Philosophy
			Hist. of Music	Hist. of Music
			Visual Studies	

Each subject meets 200 minutes weekly.

MUSIC LESSONS	Credit is given for piano, voice and instrumental lessons when the student is considered eligible.			
M I N O R	Greek	Greek	Greek	Greek
		Humanities Human Sexuality		
S U B J E C T S	Art Pottery	Art Pottery	*Architecture Art Painting Sculpture	*Architecture Art Painting Sculpture
	Basic Acting	Basic Acting	Basic Acting Art of Conversation Oral Interpretation	Basic Acting Art of Conversation Oral Interpretation
			Photography	Photography
	A Cappella	Music, Literature A Cappella	Fidelio	Fidelio
			Urban Studies	Urban Studies

* Required † Strongly Recommended
History in the 10th or 11th year is a prerequisite for Senior History.
One laboratory science is required.
** Coordinated course at Phillips Academy



STUDENT GOVERNMENT HANDBOOK

HONOR CODE

The School Government Association of Abbot Academy endeavors to encourage in each student humane and civilized qualities of character. By limiting rules as such, beyond those affecting health, scholarship, and safety, Abbot emphasizes a high sense of honor, individual responsibility, a constructive attitude, and consideration of another's rights and feelings. Students are helped both by their contemporaries and by faculty members to develop a cooperative attitude in matters affecting the happiness, welfare, and reputation of the group.

Every girl who enters the Abbot community is on her honor to uphold the rules and standards which the school considers necessary to the well-being of school life. Each girl is expected to bring moral pressure to bear on any member of the community who does not assume the responsibility of upholding these rules. In any case of violation of these rules and standards, therefore, any member of the school — students, faculty, housemothers, and administration — may take appropriate action.

BASIC HONOR RULES

The School will not tolerate:

A. Dishonesty

No student may give or receive help in any test or examination. Students are expected to do their own assigned work, except in instances where a teacher recommends or approves cooperative effort.

Each student is expected to respect both private and school property. The unauthorized taking of library books or tapes from the language laboratory is a serious offense.

B. Drinking

No girl may drink alcoholic beverages while she is under the jurisdiction of the school.

C. Drugs

No girl may use or possess drugs while she is under the jurisdiction of the school.

D. Smoking

No Prep or Junior may smoke while she is under the jurisdiction of the school.

Seniors and Senior-Mids who have parental permission may smoke in specified places at times approved by the administration.

"Jurisdiction of the school" is understood to apply to girls on and off campus except when a girl is away on weekend leave or vacation.

STUDY HOURS

In order to have hours in which girls may concentrate on class preparation, the following conditions are in effect:

PREPS

Monday-Thursday

Sign in at dorms by 4:30 p.m. Girls may be given permission by housemothers to go to other locations on campus.

4:30-5:45 p.m. Study hours in dorm prevail. Hair washing, room visiting, TV, record players and radios are permissible but NOISE LEVEL MUST NOT INTERFERE WITH THOSE WISHING TO STUDY.

7:15-9:00 p.m. Study hours in dorm. Girls should be in their own rooms, except when permission is granted by housemother to visit someone in the dorm. No TV, radios, record players, during this time. Conditions highly conducive to study must prevail.

Saturday

9:00-10:00 a.m. Study hours same as week day regulations (4:30-5:45 p.m.).

Sunday

7:15-9:00 p.m. Study hours same as week nights.

JUNIORS, SENIOR MIDS, SENIORS

Monday-Thursday

Sign in at dorms by 4:30 p.m. Seniors at 5:30 p.m. in Spring Term (except those who have classes scheduled or other academic or club commitments.) Girls may then go to other locations on campus.

4:30-5:45 p.m. Study hours in dorm prevail. Hair washing, room visiting, TV, record players and radios are permissible but **NOISE LEVEL MUST NOT INTERFERE WITH THOSE WISHING TO STUDY.** No one is to be off campus at this time unless special permission is granted.

7:15-9:00 p.m. and 9:30-Bedtime. Study hours in dorm. All but Senior-Mids in Hall House going to the library must be in their own dorm unless special permission is granted for P.A. clubs, concerts, lectures, special classes. Same conditions prevail as in afternoon quiet hours.

9:00-9:30 p.m. Break. Phone calls may be received.

Saturday

9:00-10:00 a.m. Study hours in dorm. Same as weekday afternoon quiet hours.

Sunday

7:15-Bedtime. Study hours in dorm. Same as week night quiet hours.

Phone calls should be received before 7:15 p.m. or between 9:00 and 9:30 p.m., except in the case of an emergency.

The Director of Studies may at any time, having consulted teachers, restrict quiet hour when, in his judgment, academic performance would profit by more concentrated application.

DAY STUDENTS

As recognized members of the Abbot student body, Day Students are expected to behave, both on and off campus, in a manner consistent with that required of Abbot's boarding students.

Specific Rules for Day Students

Absences — A message must be telephoned to the school by parents early in the morning.

Assignments — Parents may telephone for assignments or may come to school to collect them.

During school days Day Students are expected to attend all school functions.

Weekend permissions may be obtained by Day Students if their travel plans make it essential that they leave school on Friday as soon as major classes are over. Otherwise, they are expected to meet all Friday appointments.

Every girl must sign in at the switchboard on arrival and sign out at the end of the day. Downtown permissions will be needed as they are for Boarders.

Cars used for commuting are not to be used during the academic day and are parked on campus in the parking lot behind the tennis courts. No Boarder may drive with a Day student unless leave has been arranged through the Permissions Office.

Day Students may stay on campus until boarding students' bedtime.

DRESS REGULATIONS

Students are expected to exhibit good taste and moderation in all dress. As a general rule, the appropriateness of a student's attire will be left to her own discretion. The qualifications are that

1. Students exhibit qualities of neatness and cleanliness at all times;
2. It be left up to the teacher's discretion whether or not informal clothes should be allowed in his or her class;
3. Skirts or dresses be required for Sunday dinner;
4. Footwear be worn for all classes, meals, in all school buildings throughout the schoolday, and at any time off campus.

LIBRARY

Students may use the library during all daytime hours. The library is open every evening until 11:30 p.m. for Seniors and 10:30 for Senior Mids.

Preps and Juniors may go to the library during free periods if they have assignments to be done in the library.

Day Students may use the library during the hours which they spend at school. Times are the same as those for Boarders.

Students may not bring food or drinks into the library at any time.

Basement stacks may be used from 8:00 a.m. to 6:00 p.m.

A book, not On Reserve, may be taken out of the library by signing the card in the back of the book and leaving the card on the desk in the front of the library.

Books must be returned to the library one week before vacations. Fines must be paid for books returned late.

No books on a reserve shelf may be taken from the library at any time. Reserve books must be returned to reserve shelves when not in use.

FREE TIME: Permissions and Privileges

In all "free time" the only restrictions on noise are the general ones of natural courtesy. Radios and record players may be used except during study hours and class time; television sets in Recreation Rooms may be used at times posted.

Walking on the campus after dinner is permissible during the Fall and Spring terms during daylight saving time.

Social Activities

1. **CALLING HOURS** for boys are posted. When a student is told she has a caller, she must meet him at Draper Hall.
2. **DANCES.** Directions for specific dances will be posted for each occasion.
3. **LECTURES AND ENTERTAINMENTS.** Students should return to their own corridors as soon as any evening activity is over. Guests may attend the Saturday evening programs with Seniors provided permission has been received. At the end of the entertainment the **visitor must say goodbye and leaving Davis Hall.**
4. **SUNDAYS AFTER CHURCH.** Students may visit with boys on the Front Campus or in the McKeen drawing room. Boys must leave by dinner time unless special permission has been arranged.

Off-Campus Privileges

For all off-campus permissions girls must check out and in. Every girl must observe the exact conditions as arranged with the Permissions Office regarding all leaves, including dining and travel regulations. During an absence from campus (vacation, overnight, week-ends, day trips, end-of-year), if there is any change of plans, a girl or parent must immediately notify the Permissions Office by telephone or by telegram.

1. Downtown

Girls may go downtown at specified times, which will be posted.

2. Walks

Approved walks are planned by the Athletic Association.

3. Abbot-Phillips Academy regulations pertaining to joint activities and visiting

- A. Students are expected to conduct themselves honorably and with decorum at all times, to observe carefully the regulations and procedures of the two schools, and to take responsibility for their actions whether or not these are specifically covered by the rules.
- B. Abbot students are welcome on the P.A. campus according to the following provisions:
 1. for classes in which they are officially enrolled or in which they are given permission to participate by the Deans of Studies of both schools;
 2. for church on Sunday;
 3. for such meals in Commons as may be arranged by the two administrations;
 4. for authorized extracurricular activities, under supervision;
 5. for visits with P.A. Faculty members, upon invitation and with permission;
 6. for informal visits on Wednesday, Saturday, and Sunday afternoons:
 - a. in the Senior dorm Common Rooms, upon invitation (Saturday and Sunday only). In other dorms, visiting can take place only with the specific prior permission of the Housemaster;
 - b. in the Underwood Room, when it is not otherwise scheduled;
 - c. at Cooley House, for the Saturday afternoon teas;

- d. in the gymnasium and other indoor athletic facilities, for winter athletic contests or supervised informal sports;
- e. otherwise, outdoors only, and not in the vicinity of dorms unless invited;

7. for the movies and other informal Saturday evening activities, as authorized.

NOTE: Girls must state their specific destination when signing out for P.A., and they must return to Abbot and sign in by the required deadlines.

Afternoon deadline: 4:30 P.M. (5:30 P.M. for Seniors in the Spring Term)

Evening deadline: 8:00 P.M. Sunday through Friday 10:30 P.M. on Saturday, or 20 minutes after the conclusion of the approved activity for which the student has signed out.

C. P.A. students are welcome on the Abbot Campus according to the following provisions:

1. for classes in which they are officially enrolled or in which they are given permission to participate by the Deans of Studies of both schools.
2. for such meals in the dining room as may be arranged by the two administrations.
3. for authorized extracurricular activities, under supervision.
4. for visits with Abbot Faculty members, upon invitation.
5. on Sundays after morning Chapel, in the Fall and Spring, they may visit with girls on the front campus, in the McKee Rooms of Draper, or in the Common Rooms of the outside houses, until dinner time.
6. on Saturday and Sunday afternoons from 2:00 to 5:30 P.M. and on other afternoons from 2:00 to 4:15 P.M., athletic commitments permitting. On these occasions, visiting may

be done in the Senior Parlor, the McKeen Rooms of Draper, in the Common Rooms of the outside houses, outdoors on the front campus, in the areas between Draper and the gym, or at the tennis courts.

7. at 4 Morton Street, according to the schedule of that building.

8. boys may walk Abbot girls back to Abbot after any activity at P.A. on Saturday nights, or from downtown as long as deadlines are carefully observed. They are asked to say goodbye at the front door of the girl's dorm, and NOT on the sidewalks of School or Abbot Streets.

4. Groups of Abbot girls are frequently invited to an evening dance at a boy's school. The girls are expected to observe the rules of the school where they are guests.

5. Activities involving the purchase of tickets

Activities of this kind are generally announced well in advance. Announcements concerning the week end are made early each week. If a girl signs for a ticket she is pledged to pay for it. At programs at other places, Abbot students must sit in the seats reserved for them.

6. Dining out privileges

a. Two or more girls may dine off campus on Saturday and Sunday at noon provided they have applied for a lunch leave by Friday noon. The approved places to eat are Friendly's, The Coffee Mill, The Inn and MacDonalds. No checks will be cashed at The Inn.

b. Dining with relatives for any day in the week may be arranged by special permission.

7. Special permissions

Special permissions may be obtained to attend weddings or other social functions in the student's immediate family.

8. Week Ends

a. Certain week ends are closed (for off-campus privileges), including those immediately before and after vacations.

b. Underclassmen are not expected to accept invitations to proms or other social functions at men's colleges unless they are to be entertained and chaperoned by parents or friends of parents. They may accept invitations to a dance at a boy's school, provided the chaperonage conditions are satisfactory and the date coincides with those permissible for a weekend leave. Girls are expected to observe the rules of the school where they are guests.

c. Parents' permission must be obtained for a leave of any kind taken with any person not known to the school. Parents may file with the school a **list of people** with whom their daughters may take Saturday or Sunday leaves or they may send approval each time to the Permissions Office. If parents are traveling or are to be out of the country at any time, they are requested to notify the school of their foreign address(es) and to give the name of a resident in the United States whom the school may notify in an emergency. Such parents may authorize the Principal to give permission for leaves away from the school.

d. Applications for a weekend leave must be filed with the Permissions Office by Friday of the week preceding the week in which the leave is desired. Written permission from parents and an invitation from the hostess involved must be obtained.

e. Application for Saturday or Sunday leaves must be filed with the Permissions Office by noon of the preceding Thursday.

f. Automobiles: Parents are asked to approve or withhold permission to drive with adults known by the school. Abbot does not advocate girls driving with someone under 25 years of age; but when parents specifically request this, a written permission from a parent is needed for each occasion. This special permission applies only when a girl is taking an overnight leave or leaving for vacation.

INFIRMARY

Doctor's Clinic Hours:

Open clinic to see Dr. Ramsdell will be held MONDAYS and THURSDAYS 8:15 a.m.-9:15 a.m. This will be the normal time to see the school physician, and no prior appointment is required. At all other times the school physician will see students by appointment, which may be arranged by contacting the nurse on duty at the Abbot Academy Infirmary.

Every day the nurse holds clinics in the infirmary where minor ailments are treated. One of the two resident nurses is always on duty.

Infirmary Clinic Hours:

School Days			
7:45- 8:00 A.M.	.	.	1:30-1:45 P.M.
	.	.	4:30-4:45 P.M.
Saturdays			
8:30- 9:00 A.M.	.	.	1:00-1:30 P.M.
	.	.	5:30-6:00 P.M.
Sundays			
9:30-10:00 A.M.	.	.	12:30-1:00 P.M.
	.	.	5:00-6:00 P.M.

Please note that there no clinic hours after dinner on any day. Emergencies will, of course, be treated at any time.

Except in clinic hours, girls should be taken to the infirmary ward by an adult. In any case either the housemother or Front Office should be informed. Students must report to the Front Office as soon as they are released from the infirmary.

For an overnight stay, pajamas, bathrobe, slippers, bath towel, wash cloth, soap, comb, toothbrush and paste, are necessary. Books and papers may be taken.

All symptoms and accidents must be reported to the infirmary at once. NEVER PUT THIS OFF. Consider other people, especially in the matter of any contagious ailment!

Appointments for medical or dental treatment are made through the infirmary, including appointments in Boston, Lawrence, or other places outside Andover. Such trips should be for emergencies only. No medicines may be kept in rooms unless prescribed by the infirmary or checked by the infirmary.

Cosmetic surgery and contact lenses should be attended to during vacations.

THE SCHOOL GOVERNMENT ASSOCIATION

The Abbot form of school government rests upon the assumption that each girl's code of personal honor holds her responsible for her own actions. Each girl is free to use her individual judgment, and must at the same time remain sensitive to the concerns of the community. She must recognize that these two conditions present a dual responsibility, which demands equal attention to personal honor and a sense of community.

THE CONSTITUTION OF THE SCHOOL GOVERNMENT ASSOCIATION

PREAMBLE

The School Government Association is a participatory association based on individual involvement which reflects the responsibility of each member.

ARTICLE I

Name and Membership

Section 1: The name of this association shall be the School Government Association of Abbot Academy.

Section 2: Membership in the School Government Association shall include the administration, faculty, housemothers, and students of the school.

ARTICLE II

Purpose

Section 1: The School Government Association shall function as a flexible system to strengthen a sense of community, and encourage cooperation among its members through dialogue and effective communication. It shall serve as a channel through which constructive opinions can be directed.

ARTICLE III

Town Meeting

Section 1: The basis for the school government shall be the town meeting. A town meeting is a convocation open to all members of the School Government Association.

Section 2: Town meetings shall be held at least once a month.

Section 3: Town meetings shall be directed by an Executive Committee. The Executive Committee shall be composed of a moderator and three secretaries, one of whom shall be a faculty member. The moderator shall preside over each town meeting and, together with the secretaries, shall be responsible for drawing up an agenda, recording proposals, and posting minutes from each meeting. One secretary shall be responsible for the treasury.

Section 4: At least forty-eight hours in advance of a meeting, any proposals or topics for discussion shall be received by the Executive Committee. An agenda for the meeting shall be drawn up and posted at least twenty-four hours in advance. On measures requiring a vote, all members of the School Government Association may vote. A 2/3 majority shall be considered a quorum.

Any measure passed at a town meeting shall be subject to the approval of the Principal.

Section 5: Students on the Executive Committee may be elected from any class. Nominations and elections for all offices may be made by all members of the School Government Association. All nominations shall be subject to the approval of the administration. With the exception of one secretary who shall serve two consecutive terms, offices shall change each term and no other person may hold office consecutively, though an office may be held more than once in a school year. The secretary serving the double term shall be chosen by the three secretaries during the first term. In case of the resignation of an officer before her term has expired, a special election shall be held.

ARTICLE IV

House Government

Section 1: There shall be a system of house governments based on mutual cooperation and consideration. The students in each outside house and each corridor in Draper, together with the housemother, shall be responsible for deciding the rules of courtesy which govern that house or corridor. All rules adopted by a house or corridor must be approved by the administration.

Section 2: Each outside house and each corridor in Draper shall elect a leader who shall work with the housemother to enforce house rules, to conduct house meetings, and to represent her house or corridor at town meetings when necessary. Elections shall be held each term.

ARTICLE V

Honor Board

Section 1: The Honor Board is a judiciary body. Its jurisdiction shall extend to infractions of all school rules. It shall also serve as a court of appeals and shall act in its judiciary capacity as an advisor to the administration.

Section 2: The Honor Board shall be made up of five persons: one girl from each class and one faculty member. Each girl shall be elected by her own class and the faculty member shall be elected by the faculty. All nominations shall be subject to the approval of the administration. The members of the Honor Board shall serve for two terms on a rotating basis to insure continuity. The chairman of the Honor Board shall be chosen each term by the Board from its own membership. No person may hold office consecutively, though an office may be held more than once in a school year.

ARTICLE VI

Amendment and Ratification

Section 1: Amendments to this Constitution may be proposed by any member of the School Government Association and shall be ratified by a two-thirds vote of the members of the School Government Association, with the approval of the administration.

Section 2: This Constitution shall be ratified or dissolved when two-thirds of the members of the School Government Association vote in favor of its ratification or annulment. Its ratification or annulment shall be subject to the approval of the administration.

AMENDMENTS

ARTICLE I

Any proposal brought up as completely new business without having been on the agenda may be debated at any length during the Town Meeting but not be voted on until the following Town Meeting.

OFFICERS OF THE ASSOCIATION

The officers of the Association beginning September 1969 are:

Moderator	Margaret Cheney
Secretaries	Lynn D'Arcy Sarah Gay Mrs. Sue Lloyd (Faculty)
Honor Board	Susan Cleveland, President Jennifer Martin Elizabeth Padjen Elizabeth Kent Miss Mary Minard, Faculty
President of Day Students	Suzanne Rowen
Vice-President of Day Students	Janet Cohen
President of Senior Class	Leslie Breed
Vice-President of Senior Class	Priscilla Mendenhall
President of A.R.A.	Lisa Doyle
President of A.A.A.	Susan Cleveland
Social Chairman	Elisabeth Andrews
Chairman of the Committee for Social Concerns	Deborah Prudden
Circle Editor (Yearbook)	Jane Jouett
Courant Editor (Magazine)	Margaret Cheney
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Cohasset, Mass.
Nancy Spafford Walker
Erie, Pa.
Teresa Jane Wasilewski
Worthington, Ohio
Florence Durrie Watson
Chestertown, Maryland
Mary Urbahn Webb
Ridgefield, Conn.
Elizabeth Archer Webster
Potomac, Maryland
Judith Melinda Webster
Andover, Mass.
Anne Waters Weisman
Chappaqua, New York
Kim Elizabeth Whittemore
Morris Plains, New Jersey
Kristin White
Andover, Mass.
Jennette Williams
East Meadow, New York
Barbara Elaine Willis
Manset, Maine
Ann Blythe Woodd-Cahusac
Greenwich, Conn.
Priscilla Dickinson Woods
East Orleans, Mass.
Laurie Brewster Woodworth
Andover, Mass.
Nettie Ann Woolhandler
Shreveport, Louisiana

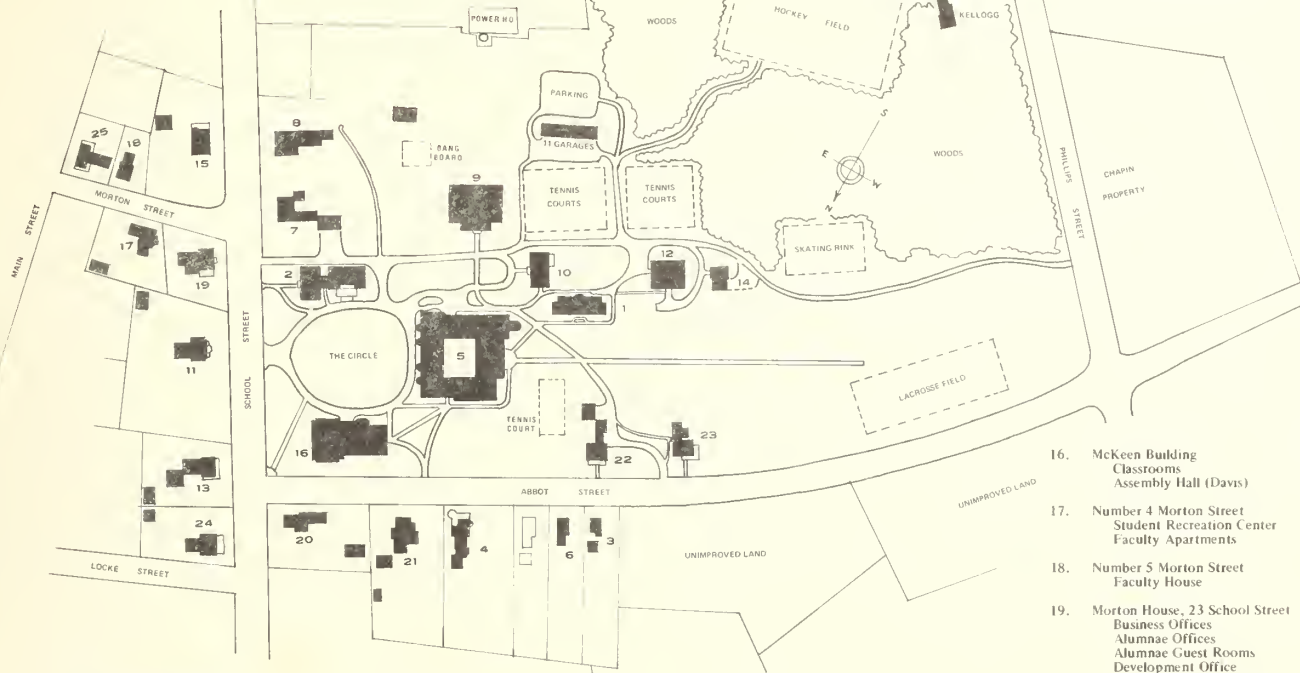
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Brett Caak, Class of '72	Page 16
Lynn Camley, Class of '71	Page 33
Penny Snelling & Abby Hale, Class of '70	Page 42
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Map of
ABBOT ACADEMY
ANDOVER, MASS.



INDEX TO BUILDINGS

1. Abbey House
Underclass Dormitory
2. Abbot Hall
Math and Science Classrooms
Art Gallery
Lecture Room
Observatory
3. Cromie House, 17 Abbot Street
Faculty House
4. Cutler House, 9 Abbot Street
Underclass Dormitory

5. Draper Hall
Administrative Offices
Upperclass Dormitory
Library
Study Rooms
Dining Room
Art Studio
6. Fairweather House, 15 Abbot Street
Faculty House
7. Mr. Flagg's Home, 22 School Street
8. French House, 18 School Street
Underclass Dormitory
9. Gymnasium

10. Hall House
Underclass Dormitory
11. Homestead, 27 School Street
Music Studios
Photography Laboratories
12. Laundry
13. Leach House, 31 School Street
Employee Apartments
14. Maintenance Shop
15. McDuffie House, 19 School Street
Faculty House

16. McKeen Building
Classrooms
Assembly Hall (Davis)
17. Number 4 Morton Street
Student Recreation Center
Faculty Apartments
18. Number 5 Morton Street
Faculty House
19. Morton House, 23 School Street
Business Offices
Alumnae Offices
Alumnae Guest Rooms
Development Office
20. Principal's House, 34 School Street
21. Ripley House, 7 Abbot Street
Classrooms
Faculty Apartments
22. Sherman House
Underclass Dormitory
23. Sunset Lodge
Infirmary
24. Sweeney House, 35 School Street
Faculty Apartments
25. 135-137 Main Street
Faculty Apartments

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